



Conseil scolaire du  
**NORD-OUEST**

# 2022-2025 THREE-YEAR CAPITAL PLAN



**April 2021**

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## THE CONSEIL SCOLAIRE DU NORD-OUEST

The Conseil scolaire du Nord-Ouest ("CSNO") provides the French first-language education guaranteed by section 23 of the *Canadian Charter of Rights and Freedoms* ("the Charter"), from kindergarten through grade twelve, in the northwestern region of Alberta.

The CSNO serves a vast geographical area that includes the Grande Prairie region in the southwest, the Slave Lake region in the southeast, all the way to the border with the Northwest Territories at the north end of the province.

### VISION

The CSNO provides an optimal environment to respond to the educational, linguistic, cultural and spiritual needs of Francophone students in a climate in which a partnership between students, staff, parents and community guides the actions of all in order to allow each student to reach their full potential.

### MISSION

The CSNO ensures the optimal individual development of each student through a high-quality Francophone education.

### MANDATE

The mandate of the CSNO is to proudly serve the Francophone community by providing the best possible educational programs and services to its students, their parents, and their communities, to enable them to meet the challenges of today and tomorrow. The CSNO seeks to promote its schools as active centres of Francophone community development.

## CSNO SCHOOLS

The CSNO currently has three schools:

- 1) École Nouvelle Frontière in Grande Prairie (Preschool through grade 12)
- 2) École Héritage in Falher (Preschool through grade 12)
- 3) École des Quatre-Vents in Peace River (Preschool through grade 12)

## ADMISSION POLICY OF THE CONSEIL SCOLAIRE DU NORD-OUEST

The CSNO's admission policy provides for the admission of children who have at least one parent with rights under section 23 of the *Charter*.

The CSNO's admission policy also reserves the right to admit other children under exceptional circumstances, particularly where a parent or grandparent has Francophone roots. The CSNO may also admit immigrants or permanent residents of Canada where a parent wishes to maintain their children's language skills and sense of belonging to the French culture. The CSNO also admits children who were enrolled in an immersion program that no longer exists or simply does not exist in the community served by a CSNO Francophone school.

## THE PURPOSE OF SECTION 23 OF THE CHARTER

Francophone education in Alberta is constitutionally guaranteed by s. 23 of the *Charter*, which imposes positive obligations on the Province, including the obligation to provide funding for capital projects to ensure that the French-language minority has access to school facilities from which it can offer education that is substantively equivalent to that offered by the English-language majority.

The purpose of s. 23 is to “preserve and promote the two official languages of Canada, and their respective cultures, by ensuring that each language flourishes, as far as possible, in provinces where it is not spoken by the majority of the population.”<sup>1</sup> Section 23 must be interpreted “in recognition of previous injustices that have gone unredressed and which have required the entrenchment of protection for minority language rights.”<sup>2</sup>

The remedial purpose of s. 23 and the special nature of the rights it protects require it to be implemented without delay.<sup>3</sup>

In June 2020, the Supreme Court of Canada rendered a landmark decision, clarifying many aspects of s. 23. The decision:

- (a) sets out a framework providing French-language boards with a straightforward approach for determining where in the province there is an entitlement to a French-language school;<sup>4</sup>
- (b) clarifies that, regardless of their size, all French-language schools must be substantively equivalent to neighbouring English-language schools;<sup>5</sup> and
- (c) provides parameters for the timeliness requirement for meeting the obligations imposed by s. 23.<sup>6</sup>

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<sup>1</sup> *Mahé v Alberta*, [1990] 1 SCR 342 at 362 [*Mahé*].

<sup>2</sup> *Reference re Public Schools Act (Man)*, s. 79(3), (4) and (7), [1993] 1 SCR 839 at 850-851 [*Reference re Public Schools Act (Man)*].

<sup>3</sup> *Doucet-Boudreau v Nova Scotia (Minister of Education)*, [2003] 3 SRC 3 at paras 28-29 [*Doucet-Boudreau*].

<sup>4</sup> *CSFCB, Fédération, et al v British Columbia*, 2020 SCC 13 at para 56 [*CSFCB and Fédération des parents*].

<sup>5</sup> *CSFCB and Fédération des parents* at para 107.

<sup>6</sup> *CSFCB and Fédération des parents* at para 142.

The Supreme Court of Canada's intention in providing clear guidance is to ensure that French-language schools can be provided without resort to litigation:

Our decision in this case must not be limited to making schools available to the appellants as if the case were one of a kind, as it is also necessary to ensure that future claimants are not forced to undertake interminable judicial proceedings in order to have their rights protected, recognized and enforced.<sup>7</sup>

The Supreme Court of Canada's guidance and clarifications should assist the Province and the CSNO in implementing s. 23 in a timely manner.

## SECTION 23 GRANTS FRENCH-LANGUAGE BOARDS A MEASURE OF MANAGEMENT AND CONTROL OVER EDUCATION IN THE MINORITY LANGUAGE

According to the Supreme Court in Mahé, “management and control is vital to ensure that [the minority's] language and culture flourish.”<sup>8</sup> Management and control over education in the minority language is all the more vital given the history of education in Canada, which clearly shows a consistent failure by the language majority to address the educational needs of minority-language communities in an adequate manner. As Chief Justice Dickson put it in Mahé, and as the current Chief Justice reiterated in June 2020:

[M]inority language groups cannot always rely upon the majority to take account of all of their linguistic and cultural concerns. Such neglect is not necessarily intentional: the majority cannot be expected to understand and appreciate all of the diverse ways in which educational practices may influence the language and culture of the minority.<sup>9</sup>

In Arsenault-Cameron, the Supreme Court of Canada explained that “[w]hat made sense to the minority language community and its Board did not make sense to the Minister because pedagogical needs were not understood in the same way.”<sup>10</sup> The Supreme Court of Canada concluded that it was the French-language board that was in a position to determine the impact of the school facilities – in this case, their geographic location – on the French-language community, and the Province had a duty to give effect to that determination.<sup>11</sup> After all,

the s. 23 standard is not neutral but favours community development [and] [...] s. 23 was intended in part to protect the minority against the effect of measures adopted to suit the needs of the majority. It is therefore clear that minority

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<sup>7</sup> CSFCB and Fédération des parents at para 20.

<sup>8</sup> Mahé at 371-72.

<sup>9</sup> Mahé at 372; CSFCB and Fédération des parents at para 86.

<sup>10</sup> Arsenault-Cameron at para 49.

<sup>11</sup> Arsenault-Cameron at paras 49 to 58.

language parents and their representatives are in the best position to identify local needs when it comes to defining the relevant areas.<sup>12</sup>

The CSNO's responsibilities include prioritizing projects, a determination that "lies at the core of the management and control conferred on the minority language rights holders and their legitimate representatives by s. 23."<sup>13</sup> The CSNO is best placed to identify its most urgent projects.

#### THE "NUMBERS WARRANT" CONDITION

The constitutional duty to provide minority language education to children of rights holder parents is subject to a condition: it can only be exercised where the numbers warrant. Section 23 encompasses a "sliding scale" of requirement where at its highest level, the numbers warrant homogeneous facilities, and at its lowest level the numbers may only warrant French-language instruction.<sup>14</sup> Accordingly, s. 23 requires a determination of the number of children who may attend a minority language school.

Based on the new framework set out by the Supreme Court of Canada, where the number of students who will eventually attend a French-language school is comparable to the number of students attending an English-language school anywhere in the province (setting aside exceptional circumstances), the CSNO must be given the site, facilities, and resources to operate a distinct and separate French-language school.<sup>15</sup> It is important to note that "comparable" does not mean "identical" and flexibility is required to give effect to the remedial purpose of s. 23.<sup>16</sup>

Where the numbers warrant a higher level of service than what is being offered in a given community, this constitutes a breach of s. 23, requiring the Province and the CSNO to act to remedy the situation.

#### SECTION 23 OF THE CHARTER IS PREMISED ON SUBSTANTIVE EQUALITY

Section 23 of the Charter is premised on substantive equality. This premise may lead to a different treatment of French-language schools and English-language schools in a given area, "according to their particular circumstances and needs."<sup>17</sup> This flexibility to respond to particular local circumstances supports s. 23's purpose to provide the minority with a standard of education that is equivalent to that of the majority.<sup>18</sup>

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<sup>12</sup> Arsenault-Cameron at para 57.

<sup>13</sup> Arsenault-Cameron, para 51; see also CSFCB and Fédération des parents at para 139.

<sup>14</sup> CSF and Fédération des parents at para 24.

<sup>15</sup> CSF and Fédération des parents at para 67-9.

<sup>16</sup> CSF and Fédération des parents at para 73.

<sup>17</sup> Arsenault-Cameron at para 31.

<sup>18</sup> Arsenault-Cameron at para 31.

According to the Supreme Court of Canada's June 2020 decision, "[a]ll communities [...] are [...] entitled to schools or programs of instruction in which the educational experience is substantively equivalent to the experience at nearby majority language schools."<sup>19</sup> Thus, in evaluating French-language schools, the Ministry and the CSNO must "determine whether a reasonable parent would be deterred from exercising his or her language rights because the educational experience provided to the minority is meaningfully inferior to the experience provided to the majority."<sup>20</sup> If such is the case, the Province and the CSNO must act to remedy the breach caused by the inferior quality of service.

The Supreme Court of Canada stated in its decision regarding *École élémentaire Rose-des-Vents* that, in determining the standard of substantive equality for French-language schools, it is not sufficient to simply examine the cost per student or other indicators of formal equality.<sup>21</sup>

Rather, the comparative exercise must be contextual and holistic in nature; that is, in addition to physical facilities, it is also necessary to consider the quality of instruction, educational outcomes, extracurricular activities and travel times.<sup>22</sup>

The English-language schools that serve as the point of comparison are those which constitute a true option for students of the minority, meaning schools that a parent of children eligible to attend a French-language school would consider when deciding where to send his or her children.<sup>23</sup> In *Rose-des-Vents*, the Supreme Court of Canada confirmed that the "comparator group that will generally be appropriate for the assessment of substantive equivalence of a minority language school will be the neighbouring majority language schools that represent a realistic alternative for rights holders."<sup>24</sup> It follows that the Province must ensure that school facilities accommodating French-language students must be substantively equivalent to English-language schools in the same catchment area.

#### THE S.23 INFRINGEMENT MUST BE REMEDIED IN A "TIMELY FASHION"

Section 23 requires the Province to provide the CSNO with adequate funding and any additional assistance it may need to fulfil its linguistic and cultural mission.<sup>25</sup> The Province

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<sup>19</sup> CSFCB and Fédération des parents at para 120.

<sup>20</sup> CSFCB and Fédération des parents at para 123; see also *Association des parents de l'école Rose-des-vents v British Columbia (Education)*, 2015 SCC 21 at para 35 [*Rose-des-Vents*].

<sup>21</sup> *Rose-des-Vents* at para 33.

<sup>22</sup> *Rose-des-Vents* at para 39.

<sup>23</sup> *Association des Parents ayants droit de Yellowknife et al v Attorney General of the Northwest Territories et al*, 2012 NWTSC 43.cor 1 at paras 582-583.

<sup>24</sup> *Rose-des-Vents* at para 37.

<sup>25</sup> *Doucet-Boudreau* at para 39.

may not delay meeting its constitutional obligation, even in an adverse economic situation.<sup>26</sup> Indeed, s. 23 “places positive obligations on governments to mobilize resources and enact legislation for the development of major institutional structures”<sup>27</sup> and contains an “affirmative promise” that requires “timely compliance.”<sup>28</sup> The Supreme Court of Canada concluded in *Arsenault-Cameron* that “[t]he [P]rovince has the duty to actively promote educational services in the minority language and to assist in determining potential demand.”<sup>29</sup>

Beyond respecting the framework for establishing entitlement (as discussed above), the Ministry’s approach to implementing s. 23 must also comply with the timeliness requirement articulated by the Supreme Court of Canada.<sup>30</sup> That is, communities must be receiving the education to which they are entitled within ten years of the entitlement being identified and communicated to the Ministry by the CSNO.

It is up to the CSNO to indicate to the Province the order in which facilities for French-language schools need to be secured, replaced, or expanded. However, prioritization cannot be used to unduly delay the implementation of s. 23.<sup>31</sup>

Section 23 will be breached in all instances where there is an unmet s. 23 entitlement (in terms of the level or quality of services provided). While the Supreme Court of Canada did not stipulate an exact timeline for remedying such s. 23 infringements in a “timely fashion”, it is evident from its decision that anything beyond ten years does not meet the timeliness requirement:

[I]t is clear that, because of the lower courts’ interpretation of *Mahé* and the interminable judicial proceedings that must be initiated in order to assert language rights, the exercise of those rights is too often delayed, if not diminished. The case at bar is a clear example of this. More than ten years has elapsed between the date of filing of the proceedings and this Court’s judgment. As the intervener Canadian Association for Progress in Justice points out, “[t]en years of litigation to determine entitlement is simply not viable” (citation omitted). Nearly two generations of elementary school students have thus been denied their language rights, and this has contributed to the erosion of British Columbia’s French-speaking community.<sup>32</sup> (emphasis added)

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<sup>26</sup> *Conseil des écoles séparées catholiques romaines de Dufferin and Peel v Ontario (Minister of Education and Training)*(1996), 30 OR (3d) 681 (Ont SC) at para 8; CSFCB and *Fédération des parents* at para 153.

<sup>27</sup> *Doucet-Boudreau* at para 28; *Mahé* at 389.

<sup>28</sup> *Doucet-Boudreau* at para 29.

<sup>29</sup> *Arsenault-Cameron* at para 34.

<sup>30</sup> CSFCB and *Fédération des parents* at paras 141-42.

<sup>31</sup> CSFCB and *Fédération des parents* at paras 141-42.

<sup>32</sup> CSFCB and *Fédération des parents* at para 56.

The Supreme Court of Canada also stressed that:

Section 23 rights are particularly vulnerable to foot-dragging by public authorities because of the “numbers warrant” requirement in that section. The force of assimilation is such that the number of children of rights holders could fall irreversibly below the number needed to warrant the provision of services in a linguistic minority community while the authorities delay fulfilling their constitutional obligations (Doucet-Boudreau, at para. 29). As this Court recently noted, “there is a critical need both for vigilant implementation of s. 23 rights, and for timely compliance in remedying violations.”<sup>33</sup>

The Ministry and the CSNO must work together to ensure that no s. 23 need goes unmet for longer than ten years. Of course, the case-by-case timeliness assessment required by the Supreme Court of Canada will often call for more urgent action consistent with the CSNO’s identified priorities.

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<sup>33</sup> CSFCB and Fédération des parents at para 142.

### SUMMARY

#### **A. Priority 1: École Héritage, Falher**

The CSNO is asking that the current building be renovated and upgraded to meet the needs of the student population from preschool through grade 12, so that it is safe and can provide an educational program that is comparable to the program offered by the English-language schools in the Smoky River region.

#### **B. Priority 2: New Francophone school in Grande Prairie**

To meet the growing demand for French first-language educational programs in the greater Grande Prairie area, the CSNO is asking for the construction of a new Francophone school in the northwestern region of Grande Prairie to provide an education from preschool through grade 6.

## PRIORITY 1: ÉCOLE HÉRITAGE

École Héritage has been a priority on the CSNO's Capital plan since 2014.

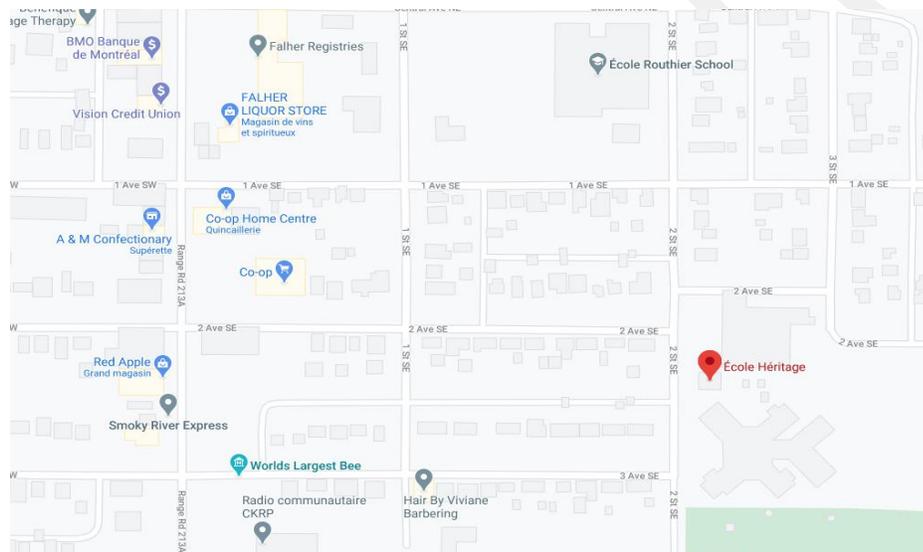
The CSNO currently operates one Catholic school, École Héritage in Falher, which serves the town of Falher and 10 other neighbouring communities from preschool through grade 12.

**Project driver:** Building condition

**Category:** Modernization

**Area Capacity & Utilization Rate:** École Héritage has 1,441.65 m<sup>2</sup> of instructional area. The total capacity of the school is 451 students. In 2020-2021 school year, the school is utilized at 35%

**Location:** École Héritage, 110 Rue Charbonneau, Falher, Alberta



## THE CSNO'S PROJECTIONS AND THE POTENTIAL MARKET OF STUDENTS ELIGIBLE TO ATTEND ÉCOLE HÉRITAGE

According to data from Statistics Canada, there is a substantial pool of children residing in the Smoky River Region who do not attend École Héritage. **Annexe A.**

The total number of elementary and secondary school age children who have at least one parent with rights under section 23(1)(a) of the *Charter* is 369 children. Increasing this number by 20% to include some of the children who have at least one parent with rights under section 23(1)(b) or 23(2), it is reasonable to believe that there are at least 443 children of elementary and secondary school age in the Smokey River Region who could be eligible for one of the CSNO's programs under section 23 of the *Charter*.

There is a significant number of preschool age children who have at least one parent with rights under section 23(1)(a) of the *Charter*: 95 children between the ages of 0 and 4. Increasing this number by 20% to include some of the children who have at least one parent with rights under section 23(1)(b) or 23(2), it is reasonable to believe that there are 114 children of preschool age in the Smokey River Region who could be eligible for one of the CSNO's programs under section 23 of the *Charter*.

Thus, the potential pool of children who could be eligible for a CSNO program in Falher is at least 483 children of preschool, elementary and secondary school age.

**HISTORICAL, CURRENT, AND FUTURE PROJECTIONS**

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
PreK	13	17	23	10	14	8	9	9	10	10	10	10
K	16	7	12	16	11	13	10	9	9	10	10	10
1	11	15	11	13	18	12	11	10	9	9	10	10
2	8	11	14	11	12	19	10	11	10	9	9	10
3	7	7	13	14	11	12	16	10	11	10	9	9
4	10	7	10	15	14	11	11	19	10	11	10	9
5	9	7	10	9	15	15	10	12	19	10	11	10
6	9	9	9	10	9	16	15	11	12	19	10	11
7	14	8	9	9	10	10	15	15	11	12	19	10
8	9	14	8	9	8	10	10	16	15	11	12	19
9	8	7	12	9	11	10	10	10	16	15	11	12
10	12	9	8	12	9	10	8	10	10	16	15	11
11	11	12	9	8	12	8	10	9	10	10	16	15
12	6	11	11	7	8	12	10	10	9	10	10	16
Total M-12	130	124	136	142	148	158	146*	152	151	152	152	152

\*Because of the pandemic, 12 students are registered in home education for the 2020-2021 school year.

**THE HISTORY OF THE FACILITY**

Collège Notre-Dame in Falher was founded in 1951 by Father Forget, who was also its superior from 1951 to 1958. At its beginnings, the College welcomed 80 students. In 1996, the Oblates sold Collège Notre-Dame de Falher to the Conseil scolaire du Nord-Ouest to accommodate École Héritage's student's. École Héritage was previously located in the old Jean Côté school in the hamlet of Jean Côté.

In 1997, École Héritage opened its doors. A modernization of the Collège was approved in 1996 with the addition of a gymnasium and a cafeteria. The board received funding

from the Heritage Canada for the addition of the cafeteria and a bigger gymnasium. In 2001, the CSNO received funding for the modernization of the eastern wing of the school to accommodate a multi-usage classroom and two entrances (boot rooms) for the elementary and the high school students. In 2004, two CTS classrooms were added to the south wing.

Although the space is more than sufficient to accommodate the existing student population, the building is old, and even after numerous repairs, it is deteriorating considerably every year.

## THE CONDITION OF THE FACILITY

### A. WATER DAMAGE

In the spring, during snowmelt or during heavy rain, the roof and foundation always suffers from water infiltration problems. The CSNO has removed the mold that was accumulating in the lower floor and this is being monitored yearly. A survey was completed in 2019 with recommendations that have been completed and with recommendations that are in the process of being completed. **Annexe B**

The water problem has also led to a deterioration of the foundation. A team of engineers are monitoring the structural settlement of the original school building (1951) to ensure that the foundation is safe. In 2020, with the CMR funds, we have been able to reduce water accumulation around the foundation. This work is on-going and needs constant supervision.



**Image 1.1** Lower level- Water damage on wall



**Image 1.2** Water damage under lower-level tiles

## B. PLUMBING

In the 1951 section of the school, the pipes are deteriorating and needs to be replaced.



**Image 1.3** This pipe was removed after a maintenance descaling and flushing of the main sewer and water

## C. IMR WORK THAT HAS BEEN DONE IN THE LAST 5 YEARS

year	Work item	Final cost
2015	Roof repair ECS	991\$
2015	Paint Stairwell	20,981\$
2015	Replace Hot water Heater	12,153\$
Total for 2015		34,125\$
2016	Replace lino stairway	5,020\$
2016	Kitchen water tank replacement	416\$
2016	Replacement Blinds	8,714\$
Total for 2016		14,150\$
2017	Crawlspace restoration	12,928\$
2017	Exterior main stair study and evaluation	3,780\$
2017	Public address and music system	12,500\$
2017	Bell replacement	1,863\$
2017	Fire panel replacement	24,554\$
2017	Flagpoles replacement	5,182\$
2017	Asbestos investigation	3,175\$
Total for 2017		63,982\$
2018	Main entrance- stairs	33,090\$
2018	Window casing replacement	5,314\$
2018	Boiler water valve replacement	4,603\$
2018	Chain link fence	2,452\$
Total for 2018		45,459\$
2019	Replace 15 sinks	11,390\$
2019	Battery backups	2,263\$
Total for 2019		13,653\$
2020	Camera Security	8,397\$
2020	Foundation work	100,000\$*
2020	Digital clock system	7,746\$
Total for 2020		116,143\$

\*estimate, work is ongoing

#### D. REPAIRS THAT ARE REQUIRED IN THE NEXT 5 YEARS

According to the Facility Audit Report-FAR (2019), **(Annexe C)** the CSNO will need to make substantial repairs and improvements in the next few years. Chart 1.1 details the amount that needs to be invested in the school according to the FAR. These amounts do not include the unexpected issues that are always happening at this school. For example, in the FAR, the plumbing pipes are not expected to be replaced and there is no mention of the foundation's water issues.

In the summer of 2021, the CSNO will need to replace all windows and doors in the 1951 section of the school as they have no insulating value and to prevent more water damage. These windows were replaced in 1980. The estimated cost for this work is approximately 360 000\$.

**Chart 1.1:** Projected cost according to FAR's ratings

2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	total
\$750 000	\$750 000	\$150 000	\$150 000	\$900 000	\$2 665 000

These projections include only the upgrades required in plumbing according to the FAR of July 2019: "Lifecycle replacement of dated plumbing fixtures, domestic water valves and a non-functional furnace are anticipated within the next 5 years".

The projections do not include annual maintenance around the school foundation to ensure that water is drained properly and other unplanned issues that may arise with a building this old.

The board received in IMR funds for 2020-2021, 187 387\$. Since CSNO's total IMR funding as of August 2020 was 465 154\$. We can easily conclude that the CSNO will not be able to keep up with this building's required improvements and keep maintaining its two other schools.

#### E. Accessibility

To ensure the health and well-being of our community, it is also essential to include in the upgrade access to our building for people with special needs who have limited mobility. This will mean a substantial investment in modernizing the main entrance to find a sustainable, long-term solution for our Francophone school community.



## THE SOLUTION SOUGHT

In view of the enormous pool of children who could be eligible to attend a CSNO school, and the fact that the CSNO currently attracts less than 25% of the potential population, the numbers justify a full renovation of the current building. The CSNO is asking for 5 000 000\$ to modernize École Héritage.

BROUILLON

## PRIORITY 2: NEW FRANCOPHONE SCHOOL (K-6) IN GRANDE PRAIRIE

Construction of a new Francophone school offering a preschool through grade 6 program in Grande Prairie.

**Project driver:** Legal

**Category:** New school

The CSNO currently operates one school in the greater Grande Prairie region. For the 2020-2021, École Nouvelle Frontière has 198 students from preschool through grade 12.

### A BRIEF DESCRIPTION OF THE CURRENT SITUATION

École Nouvelle Frontière (ÉNF) serves a vast territory that includes the city of Grande Prairie and the neighbouring regions of Wembley, Beaverlodge, Clairmont, and Sexsmith.

When it opened in its present location in 2008, École Nouvelle Frontière was already too small to accommodate its student population, and two portables were installed before the school was even opened. Since 2008, six other portables were installed, and modifications were made to some spaces in the school to create additional teaching spaces because of the lack of classrooms. The preschool room, the kindergarten room and the kitchen are the only teaching spaces being used as originally intended.

As of 2014-2015, there are 8 portables installed on the site of École Nouvelle Frontière, including 6 that are used by students in the elementary grades (preschool through grade 6). Two new portable classrooms were installed in January 2014, and the CSNO used reserve funds to pay for them. This purchase was essential to serve the growing clientele especially at the elementary level. It is not possible to add any more portables to the elementary wing due to the geographic limitations of the site. In any case, the addition of portables does not address the gap between the quality of the elementary education offered by the CSNO and that offered in English within its catchment area.

At the elementary level, École Nouvelle Frontière has reached a saturation point which the CSNO does not expect to be able to address, even temporarily, at the current site. There is no more room to add any more portable classrooms in the elementary wing. The elementary classes are now using the space intended for the high school population. This decision is not very popular with our high school students that requires a space of their own. It is important in a PreK-12 school and for the development of our students that they have a space dedicated for their age-group.

About the space for secondary students, in February 2014 the Ministry announced a project to upgrade the school, adding 3 classrooms including a new science laboratory

(the one built in 2008 is used as an elementary classroom) and two CTS rooms, a guidance office and boys' and girls' washrooms. There is also a small gathering area for secondary students (junior and senior). The CSNO is very grateful for this support, but it now needs to concentrate on the growth in elementary students that is slowly taking space away from the high school students.

### THE CSNO'S PROJECTIONS AND THE POTENTIAL MARKET OF STUDENTS ELIGIBLE TO ATTEND A CSNO SCHOOL

In recent years, the population of École Nouvelle Frontière has grown, and we predict that the numbers will continue to increase. The table below shows the population over the last five years, along with projections over a period of 5 years.

Year	Past enrolment						Projected enrolment					
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	
PS	36	16	29	27	34	22	25	25	25	25	25	
K	34	38	18	37	30	29	22	25	25	25	25	
1	30	25	38	15	34	23	29	22	25	25	25	
2	36	24	23	34	16	28	23	29	22	25	25	
3	22	29	21	22	29	15	28	23	29	22	25	
4	21	15	25	18	16	21	15	28	23	29	22	
5	11	20	10	22	16	12	21	15	28	23	29	
6	16	10	13	5	17	15	12	21	15	28	23	
<b>Total K to 6</b>	170	161	148	153	158	143	150	163	167	177	174	
7	9	12	7	9	5	19	15	12	21	15	28	
8	15	6	13	7	9	4	19	15	12	21	15	
9	19	5	2	2	2	5	4	19	15	12	21	
10	9	5	5	1	2	3	5	4	19	15	12	
11	2	5	5	1	0	2	3	5	4	19	15	
12	5	0	4	5	2	0	2	3	5	4	19	
<b>Total 7 to 12</b>	59	33	36	25	20	33	48	58	76	86	110	
<b>Total K to 12</b>	229	194	184	178	178	176	198	221	243	263	284	

The CSNO ordered data from Statistics Canada (a custom order) to determine the potential number of children eligible to attend a CSNO school in the Grande Prairie area. See **Annexe D**.

According to that report, there is a substantial pool of children residing in the Grande Prairie region who do not attend École Nouvelle Frontière.

The total number of elementary school age children who have at least one parent with rights under section 23(1)(a) of the *Charter* is 458 children.

Increasing this number by 20% to include some of the children who have a parent with rights under section 23(1)(b) or 23(2), it is reasonable to believe that there are at least 560 children of elementary school age in Grande Prairie who could be eligible for one of the CSNO's programs under section 23 of the *Charter*.

There is also a large number of preschool age children who have a parent with rights under section 23(1)(a) of the *Charter*: 290 children between the ages of 0 and 4. Increasing this number by 20% to include the children who have a parent with rights under section 23(1)(b) or 23(2), it can be estimated that there are 348 children of preschool age in Grande Prairie who could be eligible for one of the CSNO's programs under section 23 of the *Charter*.

Thus, the potential market of children who could be eligible for a CSNO program in Grande Prairie is at least 806 children of preschool and elementary age. Since École Nouvelle Frontière has 198 children preschool to grade 12, the findings are clear: the CSNO currently attracts less than 25% of the potential population.

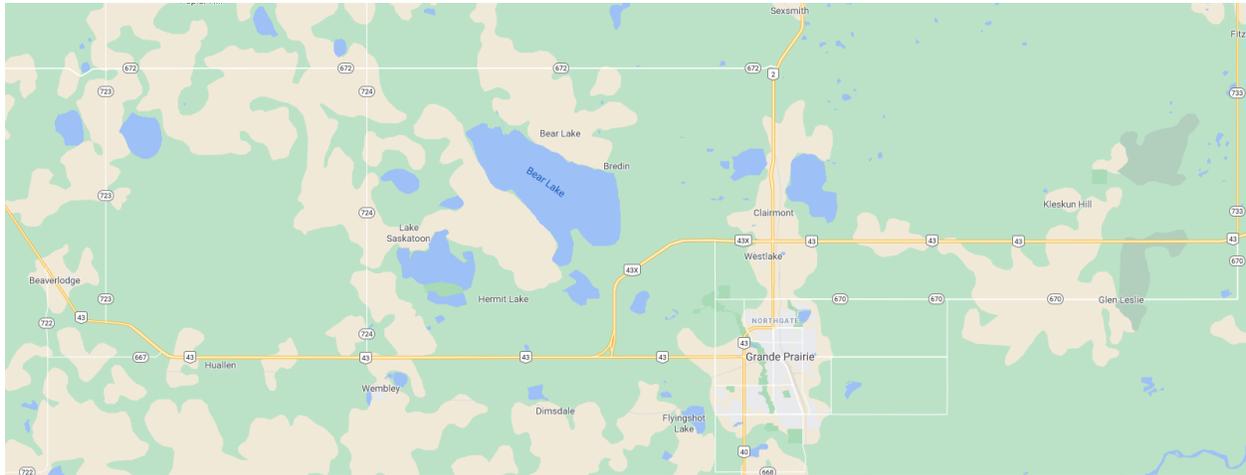
The report also shows the number of students that resides in the north zone and the south zone of Grande Prairie. According to Statistics Canada, 209 children between the ages of 5 and 12 resides in the North zone. Increasing this number by 20% to include some of the children who have a parent with rights under section 23(1)(b) or 23(2), it is reasonable to believe that there are at least 251 children of elementary school age in Grande Prairie who could be eligible for one of the CSNO's programs under section 23 of the *Charter*.

The only acceptable solution is to build a new school (from preschool through grade 6) in the northern part of Grande Prairie.

We requested reports for the communities of Clairmont and Sexsmith from Statistic Canada but these have not arrived yet as students from these communities also attend our francophone schools.

### Catchment area:

Catchment area for École Nouvelle Frontière includes the city of Grande Prairie, the county of Grande Prairie, Wembley, Beaverlodge, Clairmont and Sexsmith.



The proposed catchment area for the new school if designated a francophone public school will include the area north of 116 avenue in Grande Prairie (**Appendix E**), the northern section of the County of Grande Prairie the towns of Clairmont and Sexsmith (**Appendix F**)

### ÉNÉ STUDENTS BUS TRAVEL TIME

École Nouvelle Frontière's elementary students travel time is higher than other students living in the same neighborhood and attending a public or catholic school. Students in the north zone must travel to École Nouvelle Frontière, located in the Southeast of Grande Prairie. See **Appendix G** for bus travel times.

Providing an elementary school in the north zone of Grande Prairie will reduce travel times for students in the north zone of Grande Prairie and the communities of Clairmont and Sexsmith.

### SITE FOR THE NEW SCHOOL

The Board has just recently received support from the city of Grande in acquiring the school site available in the Royal Oakes neighborhood. The site is located on 103B street, east of Roy Bickel Public School. See **Appendix H** for proposed school site and **Appendix I**, letter from the mayor of Grande Prairie.

The board's administration is presently working on the Site Readiness Gated Checklist. Once completed, the information will be sent to Capital Planning.

## THE SOLUTION SOUGHT

In view of the enormous potential of children who are or could be eligible to attend a CSNO school, and the lack of space at École Nouvelle Frontière at the elementary levels, the only acceptable solution is to build a new school, without delay, in the Royal Oakes neighborhood of Grande Prairie. The CSNO is willing to discuss distributing this project in 2 phases:

- Phase 1: Building a school with spaces for preK-grade 3 programming
- Phase 2: adding classrooms for grades 4 to grade 6

BROUILLON